



VALE OF EVESHAM SCHOOL

Learning For Life



BLOSSOM HOUSE

Learning For Life

Curriculum Statement

The school has 4 Phases: Early Years, First School, High School and 6th Form. All pupils follow one of the following curriculum pathways, depending on their learning needs – Formal, Semi-formal, EYFS, 6th Form or Complex. We also have our 24 hour curriculum in our residential provision, Blossom House.

Vale of Evesham school adopts a quality first teaching model and has its own creative curriculum devised to meet the specific needs of our pupils with Preparing for Adulthood at its core.

Our Curriculum Aims To:

- Promote independence and a love of learning
- Maximise the individual's potential and develop a level of resilience.
- Offer a wide breadth, balance, relevance, differentiation, progression and continuity that is suited to each learner.
- Address the needs and requirements of each pupil's Education, Health and Care Plan (EHCP). This may require specific modifications of, or dis-applications from, various National Curriculum requirements
- Provide a stimulating and engaging learning environment which promotes effective learning and enables the pupil to experience a sense of enjoyment and achievement throughout their school career
- Prepare pupils for adulthood.
- Encourage pupils to meet their aspirations.
- Provide a 24-hour curriculum.

School Curriculum Model

Strand 6

The 6th Form curriculum is highly personalised and encompasses a range of individualised Progression Pathways, to support transition to life beyond school.

Complex

Connecting, responding and engaging with the world.

Areas of learning:

- Communication
- Cognition
- Sensory
- SEMH
- Physical Skills

Some students will access a combined curriculum which encompasses Literacy and Thinking skills as an addition to the above.

Semi- Formal

A predominantly skills based curriculum.

Areas of learning:

- Communication and Literacy
- Thinking skills
- PE
- How My World Works
- Creativity
- My Place in the World
- PSHE
- Computing
- LOTC
- Careers Yrs 7-11
- Citizenship Yrs 9-11

Formal

Formal (Upper KS2 onwards)

Adapted National Curriculum which emphasises skills for life
Areas of learning:

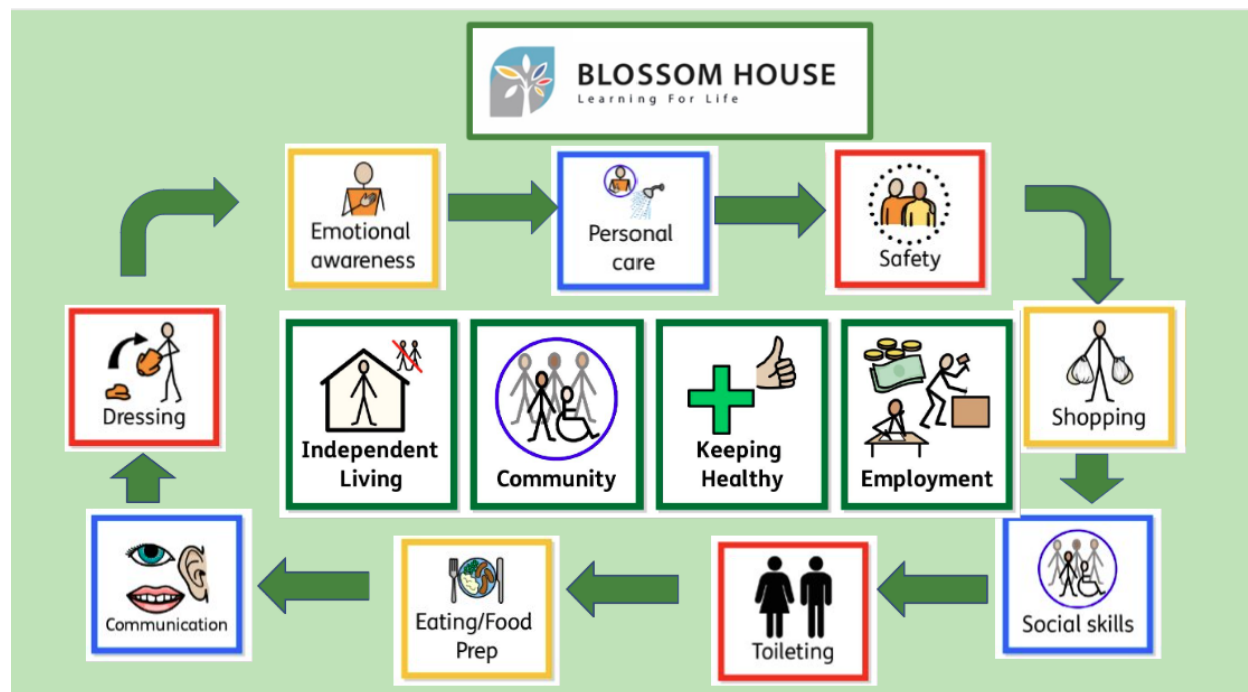
- English
- Maths
- Computing
- Science
- Humanities
- PE
- PSHE
- Art and Design
- Careers Yrs 7-11
- Citizenship Yrs 9-11
- LOTC

Early Years Foundation Stage

Encounter and Discover

Learners follow the EYFS curriculum throughout Early Years. This is a developmental curriculum, which plays a diagnostic role in establishing which of the two pathways the child begins in Key Stage 1.

In the EYFS there is a focus on the Prime areas of development: Communication and Language, Personal, Social and Emotional Development and Physical Development. Other areas of focus are: Thinking Skills (Mathematics), Literacy, Understanding of the World, Expressive Art and Design and Characteristics of Effective Learning.



Curriculum Pathways

Our curriculum has aspirational yet realistic expectations for all learners across the following pathways:

Pathway	Pupils	Content
EYFS	Early Years	Learners follow the EYFS curriculum throughout Early Years. This is a developmental curriculum, which plays a diagnostic role in establishing which of the two pathways the child begins in Key Stage 1.
Complex	For pupils with complex learning disabilities and difficulties or profound multiple learning difficulties. needs KS1 onwards	A developmental sensory based curriculum. Supporting pupils to engage in the world around them. To build and sustain meaningful interactions and make choices.
Semi-Formal	Pupils with severe and moderate learning needs KS1 onwards	A predominately skills based, creative curriculum that focuses on embedding key knowledge and mastering key skills that prepare pupils for life beyond school. This broad curriculum provides pupils with the opportunity to consolidate and generalise their skills to develop their long-term memory through the delivery of core and foundation subjects. The curriculum creates opportunities for appropriate independence and fostering skills for life.
Formal	Pupils with moderate learning needs UKS2 onwards	Adapted National Curriculum which emphasises skills for life. Focusing on end points for leaving school, giving the opportunity to gain accreditation to give them access to collage and appropriate employment. Foundation subjects provide pupils with the opportunities to apply the skills learnt in core areas and develop a love for learning.

6th Form	Pupils with severe and moderate and complex learning needs in 6 th Form	6 th Form has preparing for adulthood at its centre. Developing pupils' independence and life skills in preparation for their Next Step destination. Pupils have the choice to choose which strand they follow in order to meet their ambitions.
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Curriculum Design

Early Years

In EY we follow the key principles of the EYFS with a focus on the Prime areas of development as well as Thinking and Literacy.

In the EYFS classes children are supported to develop through a balance of child led learning and adult led learning. Adults support learning through play and this is an essential part of learning for this younger group of children. During adult led learning adults support the essential early learning skills that allow them to sit and take part in adult activities as part of a group and to actively learn. As the children move into reception there is a gradual change of emphasis as they are encouraged to take part in more adult led learning activities.

Complex

The complex curriculum

The complex curriculum meets the needs of pupils who have profound and multiple learning difficulties and those who have complex learning difficulties (complex SLD)

We understand pupils with PMLD as being those pupils who

"are on a spectrum that indicates that they have profoundly complex learning needs. In addition to profound learning difficulties, learners are likely, though not in all cases to have other significant difficulties such as physical disabilities, sensory impairments and/or severe medical conditions. Learners require a high level of adult support, both for their learning needs and also for their personal care. They are likely to benefit from engagement across all senses and will need a curriculum which recognises that all learners will to a greater or lesser degree, have difficulties with object permanence, contingency awareness, declarative communications, making choices, learning by imitation and following instruction. Learners generally communicate by facial expression, body language and other non-verbal methods."

Imray and Colley, 2017

We understand pupils with CLD (complex learning difficulties) as being those pupils within the SLD spectrum who alongside their learning needs may have some additional difficulties that include

- social communication, social interaction, and rigidity in behaviour towards thought and change sensory sensitivities
- A tendency towards restricted personal interests
- A need for support and direct teaching to engage in social activities
- Difficulties in conforming to what may be considered conventional school behaviour which means much or all of the learning takes place in very small groups or on an individual basis.

Pupils with CLD are intentional communicators. Pupils use a range of communication strategies including body language, gesture, sign, symbols, symbol exchange and AAC. Some pupils may use a limited range of words or protowords – however most pupils with CLD are nonverbal or minimally verbal.

Engagement

Engagement is central to effective learning for pupils following the complex curriculum. We use the Engagement scale and profile (Carpenter et al, 2015) as a tool to analyse the learning and teaching experiences we offer and pupil responses to these activities. We acknowledge that there will be significant overlap in skills, knowledge and understanding between some pupils following the complex curriculum and those following the semi formal curriculum. How best to engage pupils and so maximise their learning is the dominant factor in deciding which curriculum pathway is most appropriate.

Semi-formal and Formal

Semi-formal and Formal pathways follow a topic based creative curriculum (see topic overview). There is an overarching whole school theme which are linked to the Fundamental British Values, which can be embedded to an appropriate level for the class. Whether that be by values board, class rules, collective worship and reflection or within the curriculum content.

The two pathways are parallel in design to allow pupils to transition from one pathway to another, where appropriate to the learner. The pathways run on a two-yearly cycle (three-yearly cycle for years 9-11), and this allows for skills to be developed through a spiralsised approach to learning across all subjects. Where repetition does occur, this is to ensure the skills are embedded, developed and extended. Some areas may appear the same, however they will be taught at a different level appropriate to their phase. The topics are designed to reflect age-appropriate learning and development across the school.

Semi-formal Curriculum

The Semi-formal Curriculum is a specific pathway designed to support and nurture the needs of children with a range of severe and moderate learning difficulties. The Semi-formal pathway is mapped out with a variety of statements that are based around embedding key knowledge and developing key skills. We call these 'Sticky Knowledge' and 'Sticky Skills' and the premise behind these are that pupils on this pathway leave our school with fundamental knowledge and skills that '**stick**' with them for life. The 'Sticky Knowledge' and 'Sticky Skills' are focused on promoting independence, keeping safe/healthy and engaging with/ enjoying the world around

them; which is why we strive to provide frequent real-life opportunities for students to feel part of and understand their local and wider community. This curriculum pathway is designed to celebrate that each child has an individualised learning potential, and our high-quality teaching enables each learner to master a range of key knowledge and skills at a level suitable to them.

Formal

The formal curriculum is designed to meet the needs of pupils with moderate learning difficulties. The curriculum is designed to engage, stretch and accredit the work that pupils do. Pupils are placed on the Formal curriculum during Upper Key Stage 2. The curriculum is designed to give a breadth and balance of National curriculum subjects as well as supporting Independence. As pupils move through school and move into year 9, they are expected to begin qualifications tailored to their level of ability. The school offers a range of Entry level opportunities, from Entry 1 upwards in English, Maths, Science and PE. Signalong and Arts Award are offered as an option in Years 9-11. Pupils are encouraged to become independent and curious learners, with a focus on promoting core skills and Preparation for Adulthood.

6th Form- Our Strand 6 Offer

- At VOES we offer 3 strands as part of our 6th Form Local Offer. Students choose which pathway they would like to study. Students with an interest in café/ hospitality and horticultural employment will have the potential to work towards an entry level certificate in either of these strands. Some students will instead benefit from our 'Living Skills' strand, which focusses on developing skills that are relevant to their specific next steps.
- Each student will be offered a 'My Strand 6' discussion.
- This allows them to be informed of the 3 strands we offer, and which they would like to choose, based on their future ambitions and interests.
- The Spring Term before each pupil starts in Strand 6, we will host a student and parents evening, where we will explain our 3 strands, and specialist staff will be on hand to discuss which pathway may be best for your interests, ambitions and individual needs.

Blossom House

Blossom House curriculum is designed to promote independence at its core, alongside preparing for adulthood and communication.

Blossom House curriculum is based around the following frameworks:

- Household tasks
- Shopping
- Social Skills
- Toileting
- Dressing/undressing
- Eating/food prep
- Emotional Awareness
- Personal Care
- Safety
- Communication

Implementation

Early Years

Early Years have a continuous provision of what is available all of the time for the child led learning. Enhancements for this are detailed in the medium and short term plans relating to the topic, the needs and also interests of the cohort of children. Adults support learning through play by observing and responding in that moment by playing alongside, modelling, commenting, supporting and encouraging play.

There is a long-term plan with topics to and to focus on to ensure all areas of development are supported.

This is then broken down into medium term plans for each topic each half term with focuses for the areas of development and individuals next steps and SaLT targets. Adult led activities will happen within a familiar routine and have a high level of structure. Details for the adult led sessions will be broken down in the short term planning and observations of the previous week will feed into the short term planning for the subsequent week.

We work closely with other professionals and parents to support the learning at this early stage of development.

Complex

Lesson structure

Pupils with PMLD and CLD learn in different ways from their peers therefore for them to learn effectively lessons will look different. Learning is likely to be individualised rather than differentiated. Effective lessons may involve all of the pupils doing different things, sometimes supported by an adult, sometimes exploring an enabling environment independently. Some pupils may be learning at the table, others may be learning on the floor or whilst moving around the classroom.

Pupils following the complex curriculum often have difficulties with sensory processing and in managing arousal levels. They may be taking part in sensory diet activities to allow them to access learning. Effective lessons following the complex curriculum may allow for periods of activity and periods of apparent inactivity. Effective engagement is key in providing high quality learning experiences, this engagement may ebb and flow during a lesson.

Pupils following the complex curriculum will have delays in their attention. Lessons should be short (30mins unless an offsite activity or one involving travel).

Breadth and Balance

We recognise that to maximise engagement and learning we need to give our pupils a rich and inviting range of learning opportunities. We use themes to ensure pupils have a

range of experiences as they progress through the school year and through their school career. We concur with Imray and Hinchcliffe 2014 “for the most complex (learners) let’s focus on the things that matter. This is why we advocate a very different personalised curriculum for some learners, which might be broad and balanced when we can make it so, but above all, is relevant”

The impact of learning opportunities is assessed on an ongoing daily basis through careful staff observation. Impact is evidenced using the Evidence for Learning online system. We use the engagement model to assess pupil engagement across the range of learning opportunities given to pupils following the complex curriculum pathway.

Progress in communication is assessed termly using the Vale of Evesham routes assessment tool. A small minority of pupils following the complex curriculum pathway who have literacy as an area of strength may also be assessed using the Vale assessment framework (v levels). For those pupils in a Semplex Class they will be assessed on the V levels.

We work collaboratively with parents and other professionals including speech and language therapists to set long-term communication targets as part of pupil EHCP reviews. All pupils will have at least 1 target around their communication needs.

Semi-formal and Formal

For each curriculum area teachers are provided with a subject overview and long-term plan. This is to ensure all areas of the curriculum content are covered and the number of hours are relevant to age and phase. This also ensures topics relate and do not overlap, ensuring the pupil has a progressive learning pathway throughout their school life. This allows the pupil to build on previous knowledge and experiences providing a sequential approach to learning throughout the school. Teacher will track and access pupil progress through Evidence for learning.

6th Form- Strand 6

All pupils will have a universal offer of:

- Home management
- Phonics/ Reading/ Story Sharing
- PSHE
- Communication
- Digital Literacy
- Catering and Hospitality
- Health and Fitness- D of E/ Gym/ Rebound/ Hydro/ Exercise Classes/ Bikes and Cycling
- Well Being Options- Expressive Art/ Creativity/ Health and Beauty/ Yoga

Pupils will choose one of the following Strands:

Catering and Hospitality Strand

At the end of the 2 years they will achieve a NOCN award or Learning for Life award.

Adapted Content:

- Mandatory- Action planning to improve performance.

- Induction to work
- Looking and acting the part in the workplace
- Using number skills in the workplace
- Preparing for taking part in an interview
- Health and safety in the workplace
- Dealing with problems in the workplace

Strand Specialism

- Working in Catering
- Working in Hospitality

Horticulture and Farming Strand

At the end of the 2 years they will achieve a NOCN award or Learning for Life award.

Adapted Content:

- Mandatory- Action planning to improve performance.
- Induction to work
- Looking and acting the part in the workplace
- Using number skills in the workplace
- Preparing for taking part in an interview
- Health and safety in the workplace
- Dealing with problems in the workplace

Strand Specialism

- Working in horticulture
- Working on a farm

Living Skills Strand

At the end of the 2 years they will achieve a Learning for Life award.

Adapted Content:

- Independent Travel
- Kitchen Skills
- Accessing the Community
- Vale Communication

Blossom House

Blossom House curriculum is integral to pupil's placement in the setting. The foundations of the curriculum are weaved through the daily routines and activities in Blossom House. Through keyworker sessions and pupil voice sessions.

The curriculum is focussed on the pupils learning to generalise their skills across a range of varied experiences that give opportunities for their learning to be embedded into their long term memory.

Topic/ Theme Year Rota

Teachers will follow the below rota as to which topic area they will be following. This is to ensure pupils do not repeat topics and areas of learning, ensuring a broad, balanced and spiralled curriculum.

EYFS-KS3

Academic Year	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Topic Year	A	B	A	B	A

Year 9-11

Academic Year	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Topic Year	A	B	C	A	B

6th Form

Academic Year	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Topic Year	A	B	A	B	A

Frameworks and Guidance

Framework Title	Levelling System	Phase	Curriculum
Early Support- Literacy	Steps	EY	EY
Early Support- CAL			
Early Support- PD			
Early Support-Thinking Skills			
Early Support- PSED			
Early Support- CoEL			
Assessed Against			
Vale- Reading- Phonics	V1-6 NC1-3	First/High	Semi Formal/Formal/ Semplex
Vale- Reading – Comprehension			
Vale- Communication			
Vale- Writing/Fine Motor			
Vale- Maths- Number			
Vale- Maths- SSM			
Vale- Maths- Data Handling			
Guidance			
Vale- Computing		UKS2 onwards	Semi / Formal
Vale-Science		First/High	Semi / Formal
Vale-PSHE	First/High	Semi / Formal	
SMART Moves PE		First School onwards	Semi Formal
Vale PE Skills Grid		First school onwards	Formal
Sticky Skills & Sticky Knowledge		First/High	Semi-formal
Assessed against			
Vale Routes Assessment Framework Cognition/ Communication	Vale Routes 1-7	First/high	Complex
Guidance			
Intensive Interaction	7 Point interaction scale	First/high	Complex
Rebound Proficiency	Grade 1 and 2	First/high	Complex
Sounds of Intent	Reactive Proactive Interactive	First/high	Complex
Positive Looking		First/high	VI
Steps to eating		First/high	Complex
SEMH Autonomy		First/high	Complex
SEMH Community		First/high	Complex
SEMH Wellbeing		First/high	Complex
Sensory		First/high	Complex

PD		First/high	Complex
Blossom House			
Assessed against			
Household tasks	R Level	Blossom House Boarders	
Shopping	R Level		
Social Skills	R Level		
Toileting	R Level		
Dressing/ undressing	R Level		
Eating/ food prep	R Level		
Emotional awareness	R Level		
Personal Care	R Level		
Safety	R Level		
Vale Communication	V Level		

External Accreditation

Consideration is given annually to the appropriateness of any externally accredited qualification. The courses that are currently delivered are outlined on the following chart but are subject to alteration to take into account the changing needs of the students, new courses becoming available or new developments in curriculum provision.

SATS- English/ Maths	SATS	UKS2 onwards	Formal
Entry Level English	Entry Level 1-3	Y9-11	Formal
Entry Level Mathematics	Entry Level 1-3	Y9-11	Formal
Signalong for Learners	Pre-entry level/ Entry level1-2	Y9-11	Option Semi-formal/ Formal
ARTS Award	Discover Explore Bronze	Y9-11	Option Semi-formal/ Formal
Entry Level Science	Entry Level 1-3	Y9-11	Formal
Entry Level PE	Entry Level 1-3	Y9-11	Formal
English Language GCSE	GCSE	Y9-11	Formal
Mathematics GCSE	GCSE	Y9-11	Formal
Duke of Edinburgh Award	DofE Bronze Silver	6 th Form	Option for 6 th form
NOCN	NOCN Certificate	6 th Form	Option for 6 th form

	and Award		
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